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ABSTRACT

This study examined gender differences in reading attitudes among second and fourth grade students, their parents, and teachers. The hypothesis was that reading is viewed as a predominantly female activity by students. The subjects were 34 second grade boys, 23 second grade girls, 28 fourth grade boys and 30 fourth grade girls from a middle income, suburban Catholic school in New York. Students completed a reading attitude survey that was modified from the Pottorff, Phelps-Zientarski and Skovera study in 1996. In addition, the parents and four teachers were given the same survey. The parents and teachers were also given two separate surveys developed especially for this study. Results indicated that the majority of students viewed reading as an activity for both boys and girls. These findings negate the hypothesis that reading is viewed as a mostly feminine activity by the students. A majority of the parents viewed reading as an activity for girls and a majority of the teachers viewed reading as an activity for both boys and girls. (Contains 25 references and 6 tables of data; appendixes contain 5 survey instruments.) (Author/RS)

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ED 427 309

Gender Study of Reading Among Suburban Catholic School Students, Parents and Teachers

by: Elaine Fiore

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Abstract

This study examined gender differences in reading attitudes among second and fourth grade students their parents and teachers. The hypothesis was that reading is viewed as a predominately female activity by students. The subjects were 34 second grade boys, 23 second grade girls, 28 fourth grade boys and 30 fourth grade girls from a middle income, suburban Catholic School in New York. Students completed a reading attitude survey that was modified from the Pottorff, Phelps-Zientarski and Skovera study in 1996. In addition, the parents and four teachers were given the same survey. The parents and teachers were also given the Fiore surveys. The Fiore surveys are two separate surveys developed especially for this study. The results indicated that the majority of students view reading as an activity for both boys and girls. These findings negate the hypothesis that reading is viewed as a mostly feminine activity by the students. A majority of the parents viewed reading as an activity for girls and a majority of the teachers viewed reading as an activity for both boys and girls.

Acknowledgements

This is dedicated to my best friend, my teacher, my mentor who supported me, encouraged me and made it possible for me to reach my goals, even when faced with adversity. Thank you Mom for helping me be the person I am today.

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A different, more rationalist, view of the mind has found expression in the young field of cognitive science and is leading to a new perspective on how readers understand texts. According to this account, understanding is a product of both the text and the prior knowledge and view point that the reader brings to it (Crawford and Chaffin, 1986).

Studies show that girls score higher in reading proficiency than boys in the elementary grades. What are the reasons for this disparity between boys and girls in reading? Do attitudes toward reading have a significant effect on reading ability? In addition to studying whether students view reading as a female activity, we will be exploring other factors that effect reading, such as biological differences, maturation and development differences, the content of reading material, sociocultural ideas, and the effects of role models for reading. The study of this problem may be helpful in assisting both boys and girls to excel in reading. Once we have studied the effects of attitudes on reading and explored other factors affecting reading, we can then make changes to help students become better readers. If boys do not read as well as girls because they feel that it is a female activity. This may cause them to read less which will affect their reading ability in all subject areas. If their reading ability is compromised, their ability to learn in other subject areas that require good reading skills will be inadequate. It is, therefore, important to do research on gender attitudes and their effect on reading.

Hypothesis

This study investigated the hypothesis that reading is viewed as a mostly female activity by students. An exploration of students' perceptions toward reading, parental role models for reading, and teacher's reading expectations for their students will also be conducted.

Procedures

The participants were 115 students in the second and fourth grade at a suburban Catholic School in New York. Questionnaires were also distributed to the subject's teachers and parents for participation in this study.

The questionnaire designed for the Pottorff, Phelps-Zientarski and Skovera study in 1996 was modified for this study. In addition a questionnaire was developed to gather information from the participant's teachers and parents. The questionnaires were administered to the students, teachers and parents from a suburban Catholic Elementary School in New York. The purpose of the questionnaire was to gather information to be used for a Graduate Thesis. The information was used for study purposes in order to find out how educators can help students become readers. Although the instructions were self-explanatory, the instructions were explained to the students and a letter was sent to the teachers and parents. The instructions were not explained to the teachers or parents because as stated, they were self-explanatory and stated at the top of the questionnaire. The students, teachers and parents will filled out the questionnaire and

returned it. The student's reading scores were also obtained. This information was collected for data analysis.

Results

As can be seen in table 1 there is a significant difference

Table 1

Reading Percentile of 2nd Grade Boys and Girls

Sample	M	SD	t
34 Boys	51.06	25.58	-2.05
23 Girls	66.06	23.30	

< .05 between the reading ability of 2nd grade boys and girls.

As can be seen in table 2 there is no difference between the

Table 2

Reading Percentile of 4th Grade Boys and Girls

Sample	M	SD	t
28 Boys	55.63	14.10	-.02
30 Girls	55.70	19.72	

reading ability of 4th grade boys and girls

The following table includes responses to a questionnaire given to children.

Table 3

Who is better at these activities?

Distribution by Raw Scores, Percentages, Male and Female Responses and Grade Level

N = 34 2nd Grade Boys	Boys	%	Girls	%	Both	%	No Response	%
Reading	3	9	2	.06	.29	85	0	
Reading to Young Children	6	18	2	.06	26	76	1	.03
N = 23 2nd Grade Girls								
Reading	1	5	5	20	17	75	0	
Reading to Young Children	0	0	5	25	17	75	0	

Table 3 Continuation

N = 28 4th Grade Boys	Boys	%	Girls	%	Both	%	No Response	%
Reading	3	10	6	20	19	70	0	
Reading to Young Children	1	.05	15	55	11	40	1	
N = 30 4th Grade Girls								
Reading	0	0	20	68	10	32	0	
Reading to Young Children	2	.06	23	77	5	17	0	

In the study of the 115 students that participated in the study 65% viewed reading as an activity for both boys and girls. 51% of the students viewed reading to young children as an activity for both boys and girls.

Table 4 shows the findings from the questionnaire.

Table 4

Who does each activity more often?

Distribution by Raw Scores, Percentages, Male and Female Responses and Grade Level

N = 34 2nd Grade Boys	Dads	%	Moms	%	Both	%	No Response	%
Read Books	0	0	20	60	14	40	0	0
Read Magazines	12	35	6	18	14	40	2	.07
Read to Kids	3	10	11	34	19	56	1	.03
Read Newspapers	17	50	1	.03	12	35	4	12
	Yes	%	No	%				
Students that liked reading.	30	88	4	12				
N = 23 2nd Grade Girls	Dads	%	Moms	%	Both	%	No Response	%
Read Books	0		10	45	13	55	0	0
Read Magazines	5	20	9	40	9	40	0	0
Read to Kids	1	.06	7	32	14	62	0	0
Read Newspapers	10	44	2	.09	10	44	1	.03
	Yes	%	No	%				
Students that liked reading.	22	95	1	.05				
N = 28 4th Grade Boys	Dads	%	Moms	%	Both	%	No Response	%
Read Books	0		13	45	15	55	0	0
Read Magazines	7	25	7	25	13	45	1	.05
Read to Kids	4	15	12	43	10	35	2	.07
Read Newspapers	12	43	2	.07	14	50	0	0

Table 4 Continuation

	Yes	%	No	%
Students that liked reading.	22	79	6	21

N = 30 4th Grade Girls	Dads	%	Moms	%	Both	%	No Response	%
Read Books	1	.02	20	68	9	30	0	0
Read Magazines	2	.07	15	50	7	23	6	20
Read to Kids	1	.03	18	60	10	34	1	.03
Read Newspapers	7	24	1	.03	21	70	1	.03

	Yes	%	No	%
Students that liked reading.	26	87	4	13

Responses indicated that 55% of the students said their moms read books more often, 44% said that both their moms and dads read books often and .01% said that their dads read books more often. 43% of the students said that both their moms and dads read magazines more often, 37% said that their moms read magazines more often, 26% said their dads read magazines more often and .09 did not respond. 46% said that both their moms and dads read to them, 43% said their moms read more often to them, 9% said their dads read to them more often and .03% had not response. 50% of the students said that both their moms and dads read newspapers, 40% said that their dads read newspapers more often, .05% said their moms read newspapers more often, and .05% made no response. Of the 115 students that participated in the survey 87% said they liked reading, 13% did not like reading.

Table 5 includes responses to a questionnaire given to teachers.

Table 5

Who is better at these activities?
Teacher's responses

N= 4 Teachers	Boys	%	Girls	%	Both	%	No Response	%
Reading	0	0	1	25	2	50	1	25
Reading to Younger Children	0	0	2	50	1	25	1	25

Table 5 Continuation

Who does each activity more often?
Teacher's responses

	Boys	%	Girls	%	Both	%	No Response	%
Read Books	0	0	2	50	1	25	1	25
Read Magazines	0	0	3	75	0	0	1	25
Read to Kids	0	0	3	75	0	0	1	25
Read Newspapers	0	0	1	25	2	50	1	25

	Yes	No	No Response
Teachers who liked reading	2	1	1

	Boys	%	Girls	%	Both	%	No Response	%
Who are better readers?	0	0	1	25	2	50	1	25
Who do you spend more time teaching reading?	1	25	0	0	1	25	2	50

Do you teach girls how to read in a different way than you teach boys?	Yes	%	No	%	No Response	
	0	0	3	75	1	25

Do you promote and encourage reading?						
	0	0	3	75	1	25

50% of the teachers surveyed viewed reading as an activity for both boys and girls. 75% said that girls read to children more often and 25% had not response. 50% of the teachers said that girls read books more often, 25% said that both girls and boys read books, 25% of the teachers did not respond. 75% of the teachers said that girls read magazines more often and 25% had no response. 75% said that girls read to children more often and 25% had not response. 25% said that girls read newspapers more

often, 50% said both girls and boys read newspapers and 25% had no response. 50% of the teachers liked reading, 25% did not like reading and 25% did not comment. 25% of the teachers said they spend more time teaching boys to read, 25% said they spent more time teaching girls and boys to read and 50% did not respond. 75% of teachers said they did not teach girls to read in a different way than they taught boys, 25% did not respond. 75% of the teachers did use some method to promote and encourage reading in their classroom, 25% did not respond.

Table 6 reflects the views of parents.

Table 6

Who does each activity better?

N = 84 parents	Boys	%	Girls	%	Both	%	No Answer	%
Reading	6	.07	58	69	18	21	2	.03
Reading to Young Children	6	.07	64	76	11	13	3	.04

Who does each activity more often?

	Dads	%	Moms	%	Both	%	No Answer	%
Read Books	15	18	55	65	11	13	3	.04
Read Magazines	15	18	50	60	18	21	1	.01
Read to Kids	5	.06	58	69	18	21	3	.04
Read Newspapers	39	47	16	19	28	33	1	.01

	Yes	%	No	%	No response	%
Liked reading.	77	92	3	.04	4	.05

69% of the parents surveyed viewed reading as an activity for girls. 76% of the parents viewed reading to young children as an

activity for girls. Parents said 65% of moms read books more often, 18% dads, 13% said both parents read books and .04% did not answer. 60% said that moms read magazines more often, 21% both parents, 18% dads and .01% did not respond. Of the parents surveyed 69% of the moms read to the children more often, 21% said that both parents read to their children, .06% said that dads read to the children more often and .04% did not respond. 47% of the parents said that dads read newspapers more often, 33% said they both read newspapers, 19% said that moms read newspapers more often and .01% did not respond.

Discussion

While this study did not support the hypothesis, that reading is viewed as a mostly female activity by students or past studies by Mazurkiewicz (1960), Stein and Smithells (1969), and Shapiro (1990), it did provide us with current information and insight to gender and reading attitudes.

Originally this study was to be an extention of past studies, however, the response created a new study and reflects the change in time and thoughts on gender and attitude. The questionnaires were presented to elicit a forced choice of activities that were for boys or girls and moms or dads. However, when the questionnaires were distributed the students insisted that they could not make a forced choice and that they felt strongly that some of the activities were for both boys and girls or moms and dads. They were told to circle both choices if

they felt this strongly. Although the teachers and parents were not given the option to choose both, they took it upon themselves to circle both choices as their response. Some parents felt so strongly that they wrote comments on the questionnaire such as "I don't think there is a difference or a choice to be made. Each child is different whether it be a boy or girl." One parent would not participated in the study because they felt that the questions were gender biased. This further stresses the change in views about reading.

This study also revealed that teachers are very creative in the way they promote reading, offering students a choice of many types of reading. Teachers indicated that they utilized reading journals, sustained silent reading, reading inventories, book reports and reading contests to motivate and encourage reading. They also indicated that they taught group reading lessons to boys and girls at the same time. Teachers did not teach girls or boys in a different manner.

As a whole most participants enjoyed reading. Some students indicated that they liked reading because they could learn and reading is fun. While some information could not be properly studied due to parents choosing to be anonymous, the following information gained is worth noting. Students indicated that they enjoyed a variety of reading materials such as science, mystery, biographies, comics, magazines, fiction, nonfiction, sports, music books etc. It was interesting to see that a few girls liked books about sports and science, which research shows is

viewed as masculine. This also shows a change in gender views and attitudes. Parents and teachers indicated that they liked reading because it was interesting, relaxing, and took them to places they've never been.

According to this study gender does not have a significant effect on reading ability. So, what does? Researchers attribute the difference in reading ability between boys and girls to be due to biological differences, maturation and development differences, the content of reading material, sociocultural ideas, and the effects of role models for reading. Research shows that girls display greater ability on verbal and linguistic tasks while boys outperform girls on tests of spatial ability. In addition, there have been theories that suggest that boys mature more slowly then girls. Although these theories are not supported by the international studies, which show boys from England, Germany and Nigeria outperforming girls. Research also shows that male teachers have a greater positive influence on both girls and boys than female teachers. It is not clearly known why girls perform well when taught by male teachers. Perhaps girls see male teachers as a father figure and wish to please. There is research, however, that shows that male teachers are viewed as proper role models for boys and make it acceptable behavior for boys to enjoy reading.

The content of reading material is also said to have an effect on reading. Children developed a greater liking for reading when they were given a choice of reading materials. In

addition, some types of reading materials were viewed as feminine, such as poetry and other types of reading materials were viewed as masculine such as science books. This influences the way reading is viewed.

It appears from past research, that if we are to have our children become better readers, we need to teach in a way that meets the needs of both visual and auditory learners. We need to have positive male and female role models that will encourage children boys and girls to read a variety of reading materials from poetry, to science, newspapers, and classical literature. We need to demonstrate that reading is an enjoyable and necessary pursuit for both boys and girls. We should give children a choice of various reading materials because this helps to develop an enjoyment for reading. When children enjoy reading they read more and by reading more learn and become better at reading. This study shows that this sample group is moving toward the above philosophy. This is evident by the responses to the questionnaires and the comments made.

As educators we need not only to do in depth longitudinal cross-country studies of what effects reading ability. We need to utilize this information to come together as a community and a nation to make positive changes in our educational system and home environment based on the research.

Gender and Attitudes Toward Reading: Related Literature

The Mazurkiewicz study in 1960 explored the relationship between a son's attitude toward reading and his father's attitude, the attitude studied being whether or not reading is a mostly masculine or mostly feminine activity and the effect this idea has on his reading ability. Based on the sample population it was concluded that boys view reading as a mostly feminine activity and that this attitude has an influence on a boy's reading ability. Thus, the hypothesis that achievement in reading is to some extent a reflection of some social-cultural influences was substantiated.

In 1969 Stein and Smithells conducted a study which measured sex-role standards of achievement in athletic, spatial, mechanical, arithmetic, reading, artistic and social skills. Artistic, social and reading skills were viewed as the most feminine areas while athletic, spatial, mechanical, and arithmetic were considered the most masculine areas by the children in the study.

An attempt to examine sex differences cross-culturally was made in 1971 by Dale D. Johnson. He studied four English speaking nations, Canada, England, Nigeria and the United States. The purpose of the study was to address two questions. Who reads better, boys or girls? If sex differences exist within countries, are they the same at each grade level or are they more pronounced at a particular level? It was hypothesized that there was no difference between boys and girls in vocabulary, comprehension, initial consonant score, variant consonant score,

vowel sound score and structural analysis scores. There was a difference in which sex performed better within the country. In England and Nigeria the boys scored better than the girls on about two-thirds of the tests, in Canada and the United States girls scored better than boys on three-fourths or more of the tests. In addition, the teachers of the students were asked the following questions. What was their preparation and years of experience and Who are your better readers, boys or girls? While this study did not address attitudes toward reading, it does have significance for the purposes of this current study.

Doris V. Gunderson (1976) wrote an article which reviewed the findings in reading and language relating to sex differences in language and reading. She touched on several possible reasons for boys having more difficulty in learning to read than girls. Some of these reasons are as follows. The lack of male role-models for reading, sex role stereotypes in children's books, teacher discrimination against male learners, developmental age differences between boys and girls, and cultural influences. She states that there are sex differences in reading and language. However, there is little research into the cause for, the dimensions of, and the overall importance of these differences.

Roettger, Szymczuk, and Millard's 1979 study used a simplified Estes Scale, validated the modified scale and studied the relationship between attitude and reading achievement among elementary students. It was established that the main effects were on grade level and criterion measure. The relationship

between attitude and achievement scores was found to be significant but low. It was determined that the modified Estes Scale can be used as a screening device to differentiate students with high and low attitudes toward reading. This study indicated that attitudes cannot be used as a predictor of academic achievement.

Wallbrown, Levine, and Engin (1981) did a study on Sex Differences in Reading Attitudes. The Survey of Reading Attitudes was administered to the sample group. Boys scored higher than girls on Expressed Reading Difficulty, Reading Anxiety, Alternative Learning Modes, and Comics. Girls scored higher on Reading Group, Reading as Direct Reinforcement, and Reading as Enjoyment. For both sexes, there was a decrease in scores for Comics from grade five to grade six.

In 1988 Hyde and Linn presented a paper at the Annual Meeting of the American Educational Research Association in New Orleans on Gender Differences in Verbal Ability: A Meta-Analysis. The purpose was to extend our knowledge of the creation of gender differences in verbal ability through a meta-analysis of existing primary research reports. After the analysis of 165 studies it was concluded that there was a slight female superiority in performance. The difference was so small that it appears that gender differences in verbal ability no longer exist.

In 1989 the Educational Testing Service published an article on "The Gender Gap in Education: How Early and How Large?"

Gender differences at age 9 are generally small, but significant in some academic subjects. At age 17 the average scores for females are higher in reading and writing; males excell in science and mathematics. Student attitudes begin to affect curriculum choices in the high school years and large differences emerge as college-bound seniors indicate their college major.

Jon Shapiro (1990) did a two part study on Sex-role Appropriateness of Reading and Reading Instruction. Using Downing's Activity-Object Opinion Survey from kindergarten to second grade. Subjects in the first study were basal reading taught children. Subjects in the second study were whole language taught children. The results from the first study were consistent with other research findings on sex-role appropriateness. Boys and girls enter school with positive sex-role attitudes toward reading but as boys mature they begin to view reading and books as a female activity. The results from the second study indicate that boys regarded reading as sex-role appropriate for themselves. It was stated that the reason boys in whole-language classrooms perceive reading and writing as sex-role appropriate while boys receiving basal reading instruction have more negative views is due to the activity level during instruction. In a whole-language classroom students are more actively involved in the learning process. The results of this study suggest that methods of instruction may have a significant effect on boys' view of sex-role appropriateness of reading and writing.

Kolstad, Hammack and Jernigan (1990) did a study to measure the relationship between developmental maturity and performance on a test of reading readiness. Clay's Concepts About Print tests were administered 128 kindergarten students. The children's ages ranged from five to five years eleven months. Their findings were in agreement with a similar study done by Durkin (1970) and Mercer (1983). There were no significant differences between the performance of the boys and girls nor significant differences between the two age groups on the test of reading readiness.

In 1990 a longitudinal study of reading attitudes developed from childhood to adulthood was completed by M. Cecil Smith. A group of 84 individuals were followed over 40 years. The study showed stability in reading attitude over time for the sample. The reading attitudes of these children were moderately positive. The adult measure of reading attitudes was also moderately positive.

An analysis of gender differences in Pennsylvania's 1991 holistic model reading tests was conducted by Leonard K. Lock and Leann R. Miller. The purpose of the study was to examine gender differences in the test results, to interpret patterns of differences within the context of previous related reading research, and to draw inferences and conclusions regarding why these results were manifest. This analysis showed girls scoring higher in reading but not significantly higher. It is believed that gender differences were minimal due to careful passage

selection. There was little basis to conclude that either gender is particularly favored by explicit, implicit or extended type items or nature of the passage. There is little basis to conclude that either gender is better in reported strategy selection or prior knowledge. It was suggested that further study of variables other than the test should be conducted to further analyze gender differences.

Thomas Cloer, Jr. and Beverly Pearman conducted a study to analyze the differences between the attitudes of boys and girls in recreational and academic reading. In addition, similarities and differences between teachers' attitudes and the attitudes of male and female students were studied. It was concluded that boys, girls and teachers all have lower academic reading attitudes than recreational reading attitudes.

A national survey was conducted on children's attitudes toward reading by Michael C. McKenna, Dennis J. Kear and Randolph A. Ellsworth (1995). The study addressed the following questions: What are the overall developmental trends in recreational and academic reading attitude across the elementary grades? What is the developmental relationship between recreational and academic reading attitude, and reading ability, gender, and ethnicity? What effects on reading attitude can be linked to the use of basal reading materials? The results show that recreational and academic reading attitudes begin positively in Grade 1 and end in indifference by Grade 6. The negative attitude toward recreational reading is related to ability. More

able readers like to read for recreation. Girls in general have a more positive attitude toward recreational and academic reading than boys at all grade levels. In regard to recreational attitude, this gap widens with age. Ethnicity appears not to have any bearing on either recreational or academic reading attitude, nor does the use of basal readers.

Donald D. Pottorff, Deborah Phelps-Zientarski and Michele E. Skovera initiated a study which hypothesized that reading and writing are viewed as female activities by Michigan students. The findings were in keeping with past studies. It was indicated that students believe girls perform better in reading and writing than boys. Students saw mothers as being more likely to read books, read to young children, and read magazines. Fathers were more likely to read newspapers.

In addition to researching information on gender and attitude, research was also done on topics said to have an effect on attitudes and reading ability. Changing Children's Attitudes Toward Reading by Ann Kirtland Healy (1963) indicates effective ways for children developing a liking for reading. Allowing children to choose their own reading materials was most conducive to developing a liking for reading. Jon E. Shapiro (1980) studied children's attitude toward reading in meal and femal classrooms. It was concluded that male primary teachers had a more positive effect on the attitudes children have toward reading than female teachers. In addition, male teacher role models demonstrate that it is acceptable behavior for boys to

read and enjoy reading. Randy Elliot Bennet, Ruther L. Gottesman, Donald A. Rock and Frances Cerullo (1993) studied how teachers' judgments were influenced by behavior perceptions and gender. Students who were perceived as exhibiting bad behavior were judged to be poor academically than those who behaved satisfactorily, regardless of their scholastic skill and gender. Fran Lehr (1982) did an article on Cultural Influences and Sex differences in Reading and explains how culture effects reading ability. In addition, we have looked at the effects of sex roles. This was discussed in articles by Barbara J. Bank, Bruce J. Biddle and Thomas L. Good (1980), Sex Roles, Classroom Instruction and Reading Achievement and in the article by Carole Schulte Johnson and Gloria R. Greenbaum (1980), Are Boys Disabled Readers Due to Sex-Role Stereotyping? Research was also done on The Influence of Reading Content on Students' Perceptions of the Masculinity or Femininity of Reading by Patricia R. Kelly (1986). There were three findings from this study. The first was that both sexes have neutral attitudes about reading and about reading genres and content areas when the students begin school. The second finding as that by second grade, sex standards toward reading begin to change. They begin to view reading in general as feminine. However, some reading materials are considered to be masculine by both sexes from second grade through high school while others are viewed as feminine or sex-neutral. Third, the content or genre of the reading material influenced whether reading was perceived as a masculine or a feminine activity by

both boys and girls. George Labercane, Jon Shapiro (1986) and John P. Helfeldt (1983) investigated neurological differences. They both studies indicate that boys are biologically different than girls and this affects their reading ability. Boys consistently activate the right hemisphere of the brain more frequently, which is where visual learning takes place. Girls activated the left brain more frequently where language takes place.

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Appendices

Questionnaire for Students

Name: _____ Reading Score:_____

I am a: boy girl My grade is: _____
My age is: _____

This is a questionnaire to gather information to be used for a Graduate Thesis. This is not a test and there are no right or wrong answers. You are to follow the directions and record your honest opinion. Thank you for your participation.

Who does each activity better, boys or girls? Circle either boys or girls for each item.

Sports	boys	girls
Reading	boys	girls
Writing Stories	boys	girls
Play a Musical Instrument	boys	girls
Art	boys	girls
Read to Younger Children	boys	girls
Solve Math Problems	boys	girls
Play Video Games	boys	girls
Science Experiments	boys	girls
Play board games	boys	girls
Dance	boys	girls

In most homes who does each activity more often, moms or dads or both? Circle either moms or dads for each item.

Watch T.V.	moms	dads
Read Books	moms	dads
Play Board Games	moms	dads
Play Video Games	moms	dads
Work outside the home	moms	dads
Use a Computer	moms	dads
Cleaning	moms	dads
Read Magazines	moms	dads
Sports Activities	moms	dads
Read Books to Kids	moms	dads
Solve Math Problems	moms	dads
Play a Musical Instrument	moms	dads
Cook Dinner	moms	dads
Read Newspapers	moms	dads
Garden	moms	dads

Do you like reading? YES NO

Tell me why?

_____

Questionnaire for Parents

Name: _____

This is a questionnaire to gather information to be used for a Graduate Thesis. This is not a test and there are no right or wrong answers. You are to follow the directions and record your honest opinion. Thank you for your participation.

Who does each activity better, boys or girls? Circle either boys or girls for each item.

Sports	boys	girls
Reading	boys	girls
Writing Stories	boys	girls
Play a Musical Instrument	boys	girls
Art	boys	girls
Read to Younger Children	boys	girls
Solve Math Problems	boys	girls
Play Video Games	boys	girls
Science Experiments	boys	girls
Play board games	boys	girls
Dance	boys	girls

In most homes who does each activity more often, moms or dads or both? Circle either moms or dads each item.

Watch T.V.	moms	dads
Read Books	moms	dads
Play Board Games	moms	dads
Play Video Games	moms	dads
Work outside the home	moms	dads
Use a Computer	moms	dads
Cleaning	moms	dads
Read Magazines	moms	dads
Sports Activities	moms	dads
Read Books to Kids	moms	dads
Solve Math Problems	moms	dads
Play a Musical Instrument	moms	dads
Cook Dinner	moms	dads
Read Newspapers	moms	dads
Garden	moms	dads

Do you like reading? YES NO

Tell me why?

_____

The Fiore Questionnaire for Parents

Name: _____

This is a questionnaire to gather information to be used for a Graduate Thesis. This is not a test and there are no right or wrong answers. You are to follow the directions, record your honest opinion and return this questionnaire to the school. Thank you for your participation.

1. Does your child like to read? YES NO

2. How often does your child read at home?
a) Never b) once a month c) once a week
d) once a day

3. How long does your child read at home?
a) less than a half-hour b) a half-hour c) an hour
d) more than an hour

4. How often does your child go to the neighborhood library?
a) Never b) once a month c) once a week
d) once a year

5. What kind of books does your child like to read?
_____

6. Who reads more: a) husband b) wife

7. What does the **husband** read?
a) books b) magazines c) newspapers d) all 3

8. What does the **wife** read?
a) books b) magazines c) newspapers d) all 3

8. Do you read in front of your child?
Husband: YES NO **Wife:** YES NO

9. For **husband** to answer:
Do you think reading is an activity mostly for:
a) boys b) girls

10. For **wife** to answer:
Do you think reading is an activity mostly for:
a) boys b) girls

11. Who reads to your child?
a) We never read to our child. b) husband c) wife
d) both

Questionnaire for Teachers

Name: _____

This is a questionnaire to gather information to be used for a Graduate Thesis. This is not a test and there are no right or wrong answers. You are to follow the directions and record your honest opinion. Thank you for your participation.

Who does each activity better, boys or girls? Circle either boys or girls for each item.

Sports	boys	girls
Reading	boys	girls
Writing Stories	boys	girls
Play a Musical Instrument	boys	girls
Art	boys	girls
Read to Younger Children	boys	girls
Solve Math Problems	boys	girls
Play Video Games	boys	girls
Science Experiments	boys	girls
Play board games	boys	girls
Dance	boys	girls

In most homes who does each activity more often, moms or dads or both? Circle either moms or dads each item.

Watch T.V.	moms	dads
Read Books	moms	dads
Play Board Games	moms	dads
Play Video Games	moms	dads
Work outside the home	moms	dads
Use a Computer	moms	dads
Cleaning	moms	dads
Read Magazines	moms	dads
Sports Activities	moms	dads
Read Books to Kids	moms	dads
Solve Math Problems	moms	dads
Play a Musical Instrument	moms	dads
Cook Dinner	moms	dads
Read Newspapers	moms	dads
Garden	moms	dads

Do you like reading? YES NO

Tell me why?

_____

The Fiore Questionnaire for Teachers

Name: _____

1. Who do you think are better readers?

a) boys b) girls

2. Who do you spend more time teaching reading?

a) girls b) boys

3. Do you teach girls how to read in a different way than you teach boys? Explain.

YES NO

Explanation: _____
_____
_____

4. Do you promote and encourage reading?

YES NO

If you answered yes to question 4, explain how?

_____
_____
_____

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